

Learning Conversation Notes	
Name of Partner: Western Placer Unified School District	Date: 11/28/07
Number of Children Served: 60	Ages: Prenatal (), < 1yr (), 1 yr (), 2 yr (3), 3 yr (21), 4 yr (27), 5 yr (9)
When Served: 8/23/07 – 11/28/07	Gender: 33-Male 27-Female Ethnicity: Caucasian 20 African Amer. 00 Hispanic 25 Asian 3 Alaskan/American Indian 3 Multiracial 6 Other 3
Conversation Participants: Cathy Ferron, Nancy Baggett, Don Ferretti, Heidi Kolbe, Judy Marston, Melanie Cleary, Chris Knutson, Rueben Ayala	
Outcome: <ul style="list-style-type: none"> Children participating in the program will gain school readiness skills (academic, social, emotional) including age appropriate behaviors in interactions with their peers. Parents/caregivers who participate in the program have increased knowledge and competency of child development and parenting skills and demonstrate these skills to support the growth and development of their child. 	
Performance Measures: <ul style="list-style-type: none"> Demographics according to the categories mandated in the First 5 Placer Demographic Tool. In addition the following will be required; number of children served directly, the number of children served indirectly and the number of parents/caregivers served. Preschool teacher notes capturing beginning and end knowledge around workshop topics. Photos with statement that show parents/caregivers utilizing learned skills. Pre/Post Desired Results Developmental Profile Revised (DRDPr). Compilation of preschool teacher observations demonstrating achievement of the child outcomes. 	

What is this data telling us about achievement of outcomes?

Demographic data is for both sites, Sheridan and First Street. Majority of children are 3 and 4 year olds. Hadn't planned for two year olds but the parents had asked about enrolling and the teachers were willing to have them in the

class. The 5 year olds are in the program to reinforce their kindergarten readiness skills. The majority of the 5 year olds are in the Sheridan program.

The classes are full and there is a waiting list. Have 15 in each class with morning and afternoon sessions at both sites.

The ethnicity breakdown in the preschool program and the site demographics at Sheridan reflect the overall ethnicity at the school, but they do not at the First Street site. The Hispanic population did not understand the parent participation part because it was new to them and most are working making it difficult for them to participate. Just opening the site wasn't enough, there needs to be more information distributed to educate the Hispanic population about the value of preschool. Have learned two things: 1) need to reach out to the Hispanic community, and 2) if the district adds a preschool at another site it will fill up right away because First Street has children outside their attendance area enrolled in the program.

Word of mouth is working to inform Hispanic parents and the waiting list at First Street is growing. The reasons Hispanic parents didn't sign up were "we didn't hear about it," "we work" and people are afraid to come onto the school site. It is possible that the Hispanic parents are afraid that no one will speak their language. Daycare is provided at parent workshops and activities are being offered on the weekends to encourage the Hispanic parents to enroll their children in the program and increase their comfort level at the school site.

Of the 60 children enrolled in the program the majority (47) of the families speak English in the home. Ten speak Spanish in the home with 2 parents who speak no English. None of the children have identified special needs. Forty-two of the children are from Lincoln and 18 are from Sheridan.

Don't have data on serving children indirectly but do serve them. Do want to add this data to the demographic tool.

Parent data shows 65 parents served at both sites. Have some dads (about 30%) participating at both sites. Have quite a few single parents. Working parents come straight from work to attend parenting classes. Parents are required to participate in the program for 3 hours per week. Grandparents can participate in place of the parents and accommodations are made for working parents. About 80% of the parents are participating 100% of the time. The parents have become a community among themselves. The parent participation requirement is linking parents with other parents to meet their needs. The parents from the two sites are meeting and mixing through the parent workshops. Parents on the waiting list attend the workshops. The workshops have been opened up district-wide.

Most of the parents are between 30-40 (67%). The parents in the classes are ready for the workshops. At the workshops and in the classrooms the parents are very receptive and interact well with the other participants.

Have had difficulty reaching Hispanics at First Street and younger parents at both sites. Parents indicated 45 speak English in the home, 15 speak Spanish and 5 who marked Other.

With the range of children's ages from two to five years old the program needs to provide age appropriate activities.

DRDPr

Staff was unable to receive the training for the pre/post DRDPr for this conversation. Head Start will be doing the training for them in January on the DRDPr. Western Placer staff will have the data at the next learning conversation.

Head Start is right next door to the preschool eliminating travel and strengthening their partnership.

There is a need for administrative involvement in the DRDPr training and if anything changes in regard to completing the contract requirements, First 5 staff should be notified.

Preschool Teacher Notes

Need to summarize the rankings and have one document with the outcomes. There appears to be some confusion on how to use the workshop assessment tool. There were some teacher observations that were related to the workshops and they showed that the parents were demonstrating increased knowledge and skills in interacting with their children. There have been six workshops at each site. The following are samples of the teacher's observations for both the parents increased knowledge and the children's school readiness skills

Children's School Readiness Skills

Academic: some children can

- write their own name,
- spell,
- count
- rhyme,
- speak English in class,
- recognize letters, numbers, and
- using the calendar.

Social: some children are demonstrating

- appropriate interaction with peers,
- playing together,

- enjoying school,
- developing friendships,
- self-control,
- learning to raise hand, and
- better sharing skills.

Emotional: some children are

- improving in their separation from their caregivers,
- happy at school,
- shy but improving,
- more independent, and
- having difficulty with hearing “no”.

Parents are Demonstrating Increased Knowledge in the areas of:

- Nutrition and healthy snacks (the parents who don’t attend the workshops are still sending unhealthy snacks)
- Ways to deliver lessons gained from the workshops in the classroom (nutrition, food safety, organizational workshop to deliver curriculum)

In what ways will we apply what we have learned from our data?

Need to compile and summarize the preschool teacher notes data. Tally the scores and pull out comments that speak to how the parents are demonstrating their skills. Train the teachers on how to use the tool. For each workshop have the topic, how many parents attended, and summary of the outcomes in a graph. Have an overview of the workshops, number of workshops held at each site, topics, number of parents attending and overall outcome comments. Need consistent reporting from the teachers with a direct connection to the outcomes. Review the data with the Western Placer staff and show in the data summary both the parental awareness and increased knowledge and the areas that need improvement. The workshop assessment needs to be parent responses to the workshop and teacher observation. It will be the data from the DRDP which include the teacher comments that will reflect the achievement of the child development outcomes. Invite staff to attend the Learning Conversation to see how the data is reviewed and utilized.

Photos with Statements that Show Parents/Caregivers Utilizing Learned Skills

Chris Knutson displayed a board with pictures taken at the workshops that show parents/caregivers utilizing learned skills. There were photos showing parents/caregivers presenting curriculum from monthly workshops. In the future the photos also need include statements that show parents/caregivers utilizing learned skills.

Next Steps:

Western Placer staff will work with the First 5 Placer Evaluator to add the data for serving children indirectly to the demographic tool.

Western Placer will work on reviewing the Preschool Teacher Notes Assessment Tool for possible changes and clarification, and hold at least one teacher training on the assessment tool and provide periodic check-in on data collection with preschool teachers.

Bring all the data in the Scope of Work to the next Learning Conversation.

Next Learning Conversation: March 5, 2008, 8:30 AM – Noon